

EDISTO BEACH ELEMENTARY

42 Station Court
Edisto Beach, South Carolina 29488

GRADES K-5 Elementary School

ENROLLMENT 41 Students

PRINCIPAL Bob Pence 843-869-3542

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR V. Wayne Shider 843-549-5715

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

12

0

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Excellent	Average	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

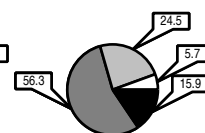
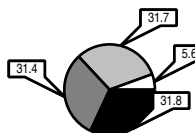
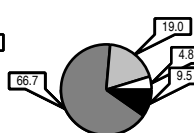
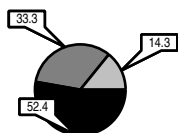
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

47.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	21	100.0	4.8	19.0	66.7	9.5	85.7	Yes	Yes
Gender									
Male	16	100.0	6.3	25.0	68.8	0.0	81.3		
Female	5	I/S	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	19	100.0	5.3	21.1	63.2	10.5	84.2	I/S	I/S
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	20	100.0	5.0	20.0	65.0	10.0	85.0		
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	21	100.0	4.8	19.0	66.7	9.5	85.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	21	100.0	4.8	19.0	66.7	9.5	85.7		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	21	100.0	4.8	19.0	66.7	9.5	85.7		

Mathematics - State Performance Objective = 15.5%									
All Students	21	100.0	0.0	14.3	33.3	52.4	100.0	Yes	Yes
Gender									
Male	16	100.0	0.0	18.8	37.5	43.8	100.0		
Female	5	I/S	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	19	100.0	0.0	15.8	31.6	52.6	100.0	I/S	I/S
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	20	100.0	0.0	15.0	35.0	50.0	100.0		
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	21	100.0	0.0	14.3	33.3	52.4	100.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	21	100.0	0.0	14.3	33.3	52.4	100.0		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	21	100.0	0.0	14.3	33.3	52.4	100.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	8	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	6	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	8	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	8	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	8	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	6	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	8	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	8	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 41)				
First graders who attended full-day kindergarten	100.0%	N/C	97.2%	100.0%
Retention rate	2.4%	N/A	0.8%	2.7%
Attendance rate	96.7%	Down from 97.0%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		0.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		0.0%	3.5%
Eligible for gifted and talented	61.9%	Up from 47.4%	44.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	0.0%	No change	4.1%	8.2%
Older than usual for grade	0.0%	N/A	0.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 5)				
Teachers with advanced degrees	60.0%	Up from 25.0%	62.3%	51.4%
Continuing contract teachers	100.0%	No change	87.8%	87.5%
Highly qualified teachers**	100.0%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	66.7%	Down from 75.0%	90.9%	86.7%
Teacher attendance rate	95.3%	Up from 93.4%	95.4%	94.9%
Average teacher salary	\$40,952	I/S	\$42,920	\$40,760
Prof. development days/teacher	9.4 days	Down from 9.8 days	11.0 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	11.0 to 1	Up from 7.8 to 1	21.2 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 89.8%	91.5%	90.0%
Dollars spent per pupil*	\$8,742	Up 25.4%	\$6,071	\$6,044
Percent of expenditures for teacher salaries*	70.4%	Down from 77.7%	68.5%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 94.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	95.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Edisto Beach Elementary School, a unique K-5 learning environment, continues the tradition of academic excellence. The school received the Palmetto Gold Award for the second consecutive year. This award is presented to schools for academic performance on the state testing. A fifth grader at the school participated in the regional spelling bee and finished third. Her finish was the best ever for Colleton County School District.

A dream became a reality when the 2003-04 school year began with the faculty/staff and students moving into a brand new facility. This facility is the result of a vision between the Colleton County School District, Colleton County Council, and the parents of our school children. These stakeholders collaborated to plan a building to meet the needs of the community as well of those of the students. The building concept and design has won an award for its multifunctional design. The students now have a modern state-of-the-art learning environment including a computer lab.

During the 2003-04 school year the teaching assignments remained departmentalized in grades 2-6. This allows the teachers to concentrate on one academic area to plan and implement effective instruction. After careful monitoring, the faculty has decided to organize the social studies instruction differently next year. Each teacher will have a preparation of social studies rather than integrating it into the English Language Arts. The difficulty level of the grade level social studies standards necessitates this change.

The PTO has been raising funds for a playground at the new facility for several years. Through the efforts of the parents and community a complete playground was installed early in the year. The students and teachers appreciate the efforts of the PTO.

During the 2002-03 school year our sixth graders applied for and received a grant enabling the school to develop a butterfly garden. The garden was a student-centered project that was completed in loving memory of an instructional aide. The students continue to care for and maintain the garden.

The stakeholders of Edisto Beach Elementary look forward to the 2004-05 academic year and will strive to uphold academic excellence which has become an expectation for the school.

Prepared by:

Nancy B. Carter, Principal
Mellie Rogers, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	3	5	5
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with home-school relations	I/S	I/S	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.